

Lesson six: Asking for help



Lesson aim:

Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.



Learning outcomes:

- I have considered a range of problems that may affect people of my age
- I have identified different sources of help, advice and support for a range of problems
- I feel confident to ask for help and to help other people to ask for help if needed



Resources required:

- Resource sheet: Help game
- Paper
- Pens
- Blue material or paper
- Dice
- Counters

Key words: problems, support, help, trust

Teacher notes:

Whilst all schools do their best to support students, pupils can resist attempts to help them overcome their problems. As pupils reach this stage of development and start to become increasingly independent, physical and psychological maturation is taking place against a backdrop of forming and developing relationships with adults and peers. Teaching adaptive skills of seeking help independently and anonymously are essential to empower pupils to self-advocate and support their peers.

Begin the lesson by...

Explaining that in this lesson we will be learning about how to manage a range of problems. Tell pupils that most people will experience problems at various points in their life. It is often better to share a problem with someone else who you trust, so that they can help to guide you and support you to access the help you need to manage the problem. Remind pupils of the working agreement, including what to do if they have a problem that they would like to talk about.



Activity one: Problems

Give each pupil a piece of A4 paper. Tell pupils to write in large lettering a problem that someone of their age may experience. Reassure pupils that their suggestion does not have to reflect a problem that they have experienced themselves. Tell pupils to screw their piece of paper into a ball.

Suggested answers may include: *online situations, puberty experiences, friendship and family relationships, FGM, questioning gender, questioning sexuality, body image, self-esteem etc.*



Activity two: River of life

Explain to pupils that life is not always smooth sailing and that it is likely that they may experience problems and challenges throughout their lives.

Lay out the blue material or paper on the floor to represent the 'river of life'. Tell pupils to stand either side of the river, facing each other and throw their problem balls into the river. Explain that these represent boulders in the river that can get in the way of the water and change the direction of its flow. Just like problems can get in the way of us enjoying our life and may change its direction if we do not manage the problem appropriately.

Walk down the river stopping at each 'boulder'. Open the ball of paper and read out the problem to the class. Ask pupils to make suggestions about who you could approach to get help to manage this problem. If pupils identify an effective source of support, throw the boulder out of the way. If they cannot identify an effective source of support, leave the opened boulder in place, stepping around it. Repeat until you have progressed to the end of the river, leaving any remaining problems clearly visible in the river. Walk back down the river making suggestions about places that are available to support with the remaining problems. Encourage pupils to consider targeted local support services, as well as generic options such as a teacher and quality assured online support.

To reinforce the message that it is always important to ask for help, ask pupils to imagine a life full of boulders getting in their way!



Activity three: Game of life

Divide the class into groups of up to 6. Give each group a game board, dice and enough counters for one each.

Tell pupils to reflect on the problems identified in Activity 1 and write down what the internal thoughts of a person experiencing some of those problems might be in the speech bubbles on the game board. Instruct pupils to play the game as per the instructions.

Circulate around the classroom to support. Highlight and feedback to the class key points and effective suggestions made by pupils to the rest of the class.



Extension:

Task pupils to create a poster that encourages young people to ask for information, advice and help if they have a problem. The posters can be displayed within the school as appropriate.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to suggest some trusted sources of support for a range of problems explored within the lesson. Reassure pupils that it is important to seek help and support so that problems do not make them unhappy, unsafe, unhealthy or become barriers to them enjoying their lives. Remind pupils that if they don't know where to go for help they can ask someone in school who will help them to find the best place to get information, advice and guidance related to their issue without them having to disclose details of the problem. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils considered a range of different issues that can affect someone of their age.

Activity two: Pupils identified safe places they can access help, support and advice for a range of problems.

Activity three: Pupils played a game of life that showed empathy to how issues may make a person feel as well as consolidating their learning on appropriate sources of help, support and advice, demonstrating a level of confidence to do this.

Evidence of assessment: Paper problem balls, completed game of life boards.

The board game grid is a 5x5 grid of colored squares. The starting point is labeled 'START' and the ending point is labeled 'FINISH'. There are four characters with speech bubbles: a girl with a purple top, a boy with a blue striped shirt, a boy with a red jacket, and a girl with a yellow top. The grid contains various colored squares (blue, green, white) and empty speech bubbles for players to use.

Instructions:

The first player is the person whose birthday is next.

Take it in turns to roll the dice and move your counter along.

If you land on a:

- **Green square** – say a person or organisation you can contact for information, help and advice
- **Blue square** – a problem that is best shared and not kept to yourself
- **White square** – take a breather, sometimes life is OK!

The winner is the first person to reach the end of the game. Congratulations on surviving the challenges of life!